

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Linda L. Stout

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Crawford Elementary School

(As it should appear in the official records)

School Mailing Address 100 Leonard Love Drive

(If address is P.O. Box, also include street address.)

City Crawford State TX Zip Code+4 (9 digits total) 76638-3176

County Mclennan County State School Code Number* 161901101

Telephone 254-486-9083 Fax 254-486-9085

Web site/URL http://www.crawford-isd.net E-mail lstout@crawford-isd.net

Twitter Handle twitter.com/crawfordisd Facebook Page facebook.com/CrawfordISD Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Kenneth Hall E-mail: khall@crawford-isd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Crawford Independent School District Tel. 254-486-2183

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Timothy Nemece
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 16 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	20	23	43
1	13	24	37
2	14	27	41
3	18	25	43
4	25	24	49
5	16	25	41
6	23	20	43
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	129	168	297

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 8 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 13%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1	287
(5) Total transferred students in row (3) divided by total students in row (4)	0.129
(6) Amount in row (5) multiplied by 100	13

7. English Language Learners (ELL) in the school: 2%
6 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 27%
 Total number students who qualify: 76

Information for Public Schools Only - Data Provided by the State

The state has reported that 26% of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %
22 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2004

15. Please summarize your school mission in 25 words or less: The mission of Crawford Elementary School is to develop academically and socially successful students, and to create literate lifelong learners who are caring and contributing citizens.

PART III – SUMMARY

Crawford Elementary, located twenty miles west of Waco, Texas, opened its school doors for the first time in 1874. Crawford Elementary has grown from a one-room school house with several grades to a new school building that has current enrollment of 300 students. This kindergarten through sixth grade, public school has the tradition of developing the total child emotionally, socially, and academically. The mission of Crawford Elementary is to: create literate, lifelong learners who are caring and contribute responsibly to society.

Crawford Elementary provides each learner with a skill set for success and instills lifelong learning. Each teacher and student is told how important and wonderful they are every day. Although a predominantly white school, diversity is taught and modeled; students understand and respect that people are different, and all people have strengths and weaknesses. Student strengths are developed, broadened, and stretched. Students are taught that choices make a difference in their lives. The students have high expectations and are shown how to achieve goals. Students are proud of their accomplishments and proud of their school. Within that culture, the school community educates children for tomorrow's world.

Strong character and good manners is advanced. Students understand social and emotional development is essential for a successful life. These values are modeled and taught directly. Character education classes are provided; moreover, these ideals are trained and practiced day in and day out. Students adhere to rules, procedures, and routines, for this generates a greater chance for success. Students are taught to be organized and how to set priorities. Assignments are more apt to be turned-in with the use of these skills. Gangs, bullying, and harassment are nonexistent at the school because of the emphasis in creating a positive school environment for everyone.

Our potential is realized. Although growing economically disadvantaged demographics provide challenges, all students have an equal opportunity to learn in an engaging, caring, and positive atmosphere. The school addresses demographic challenges through maintaining a low student-teacher ratio. Sound scientific research and effective practices are studied and used to provide guidance in professional development, curriculum, and instructional decisions. For example, small group afternoon tutorials supports the sometime lost support of parents during homework. Struggling students are quickly given intervention, so they do not fall behind. Teachers and students are expected to give their best in all endeavors.

Team work and collaboration is targeted. All stakeholders work together to achieve the mission of Crawford Elementary, and input from teachers, staff, parents, and the community is greatly valued. The community and parents are immensely involved in school life. Community members and parents feel welcomed and are dedicated to helping our teachers and students. Parents participate on committees and provide input to making our school great; moreover, they are participants in educating their children. Teachers have many leadership roles in our school. Grade-level, special area, and focus teams are formed to give guidance in specific need areas. Communication and collaboration are a key to functions of the school. Students are the centerpiece of all team work because everything is done for their educational benefit.

Responsibility and accountability is attained. Every member of the school community is accountable for student achievement. Students are held responsible to do their best to reach the high standards, which are set for them. Parents are accountable as providers of physical, psychological, and academic needs of their children. The community is responsible to help provide a safe environment for students to succeed. The administration, teachers, and other staff members are accountable for student achievement through professional assessment. If student achievement is not evident, there are consequences for all stakeholders.

Excellence is accomplished. Crawford Elementary has been recognized through the National Blue Ribbon School, in 2004; Texas Business and Education Coalition Honoree, for 2 years; and has been an “Exemplary” campus, for 15 years, per the Texas Education Agency. Crawford Elementary has also “Met Standards” with a six star distinction: math, science, and reading/ELA, along with, top 25% student progress, top 25% closing performance gaps, and postsecondary readiness, two years by the Texas Education Agency. These honors have set Crawford Elementary apart from other schools. Its commitment to

high achievement for every student is unique. After receiving the National Blue Ribbon Schools Award in 2004, former President George W. Bush came and spoke to the school. Crawford was in the international, as well as, state and local spotlight. Several international dignitaries, including President Putin from Russia and former Prime Minister Blair from England, and news reporters have visited and wrote about the school. These experiences were invaluable to students. The students learned so much about the world, and the world learned about good educational practices at Crawford Elementary! This was a huge benefit for our school and community.

In summary, Crawford Elementary is student-centered; everything that happens is for the continuous improvement of the student. The school does "whatever it takes" to improve every student's social and academic performance and to help create lifelong learners who are responsible, productive citizens for the future.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The critical issue of curriculum is one of the most important foundational elements effecting student achievement at Crawford Elementary. We use a time-honored approach, which is supplemented with new and exciting enhancements. Curriculum decisions are determined by ongoing assessments of the students within a framework of objectives. The framework for the curriculum is the Texas Essential Knowledge and Skills, along with the collaboratively developed local curriculum objectives. These student-centered, data-driven, and spiraling objectives are developed by experienced teachers and charted not only horizontally at each grade-level, but also vertically between the grade levels to insure mastery of goals. The expectations and standards for achievement are set high. With this basic framework design, teachers can use their expertise to collaboratively develop a variety of instructional approaches to increase learning to meet the needs of the students.

Crawford Elementary uses a research-based reading curriculum that incorporates a phonics-based approach, as well as, a whole-language approach. The rationale behind this is students learn to read both ways. Experiences expand language, develop the understanding of the written language, and provide opportunities to hear books read aloud. Additionally, students are able to learn and manipulate the relationships between phonemes and graphemes. As students begin to read by the middle of kindergarten, they are given activities to learn effortless decoding strategies. Students can focus on the meaning of what is being read, practice accurate and fluent reading, and comprehend a wide assortment of texts. Crawford uses several technology based reading programs to improve the skills of above and below level students. These students are also given opportunities to develop vocabulary to learn and apply comprehension strategies as they think critically about what they read. As these skills are developed, assessments are completed about every three weeks. Teachers assess as necessary to chart academic achievement and to determine if intervention is needed.

Throughout the school's performance-based math curriculum, students build a foundation in number operations and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; probability and statistics; and a new strand that has been added to the Texas Essential Knowledge and Skills financial literacy. This performance-based curriculum allows teachers to use scaffolding to develop conceptual understanding and move students to more symbolic understandings as appropriate. Problem-solving is used to connect math to real-life situations. Students justify and show multiple ways to find answers. Content language and vocabulary is vertically aligned and used at all grade levels to describe reasoning as learners identify, compare, and classify. Math skills are formally assessed at the beginning of the year and every three weeks thereafter. If at any time, students are identified as above or below grade level, targeted small group interventions must begin.

Our science curriculum is a challenging hands-on approach that reflects student's interests and provides meaningful content. This hands-on curriculum allows students to learn in-depth concepts of science. Students learn and perform methods of scientific inquiry that intersect with technology and science. The well-equipped science lab at Crawford Elementary enhances the curriculum. It also includes developing the ability to use tools, ranging from microscopes and rulers to computers and test tubes. The students build and explain models and make predictions. We primarily use real-life investigations using Texas process standards and the rigorous framework of the Texas Essential Knowledge and Skills. Tutorials are provided for below-level students, and science seminars enrich the learning for above level students.

Social Studies at Crawford Elementary is founded upon the belief in the importance of developing responsible, prepared citizens that can make informed decisions consistent with democratic values locally, nationally, and globally. Our social studies curriculum was chosen because it allows students to explain relationships with other people, the environment, and equips them with knowledge and understanding of the past. Above all, it integrates skills and understandings into a framework for responsible citizen participation. The Texas Essential Knowledge and Skills provides the framework that the students will learn within the different strands, such as history and geography. Social Studies is a vital part of the elementary curriculum

that prepares children to understand and participate effectively in an increasingly complex world. Tutorials are provided for below-level students, and special interest projects enhance the learning of above-level students.

Our core curriculum provides a solid well-balanced foundation of knowledge and skills to support future learning. It is aligned with the state standards and designed to excite students about learning and prime them for success.

2. Other Curriculum Areas:

Although core curriculum plays an essential role in learning and student achievement, there are many other subject areas in the Texas Essential Knowledge and Skills that are important in developing the total child and preparing them to be productive citizens in the future.

Every student at Crawford Elementary receives forty-five minutes of PE/health/nutrition education every day. In physical education students learn the Texas Essential Knowledge and Skills for movement that provides the foundation for enjoyment, social development, and a physically-active lifestyle. In health and nutrition, students gain knowledge and skills to stay healthy and learn about behaviors in which they should and should not participate. Students are taught personal behaviors can increase or reduce health risks throughout life.

Fine Arts are broken into three different strands in the Texas Knowledge and Skills. Each strand provides broad, unifying structures for organizing the knowledge and skills students are expected to learn. Art for all grade levels is integrated into all curriculum areas. For example, students study art works from different time periods and cultures in social studies, or a study of the elements of art may be seen in the student of light in science. Music is taught directly to all students at least thirty minutes per week. They learn to read music, study rhythm, and have fun singing and listening to many different kinds of music from different time periods and cultures. Knowledge and skills in the strand of theatrical arts are integrated into other curriculum areas, such as social studies where plays are performed. Students have a stage where they put on musical productions.

The technology curriculum at Crawford Elementary continues to grow, improve, update, and change at a rapid pace. The performance-based curriculum based on the Texas Essential Knowledge and Skills is taught directly to all students, as well as, integrated into other curriculum areas. Students have access to computers, electronic tablets, promethean boards, data projectors, and personal devices. Students are excited about learning technology applications for thirty minutes each week, as well as, motivated about how technology is supplemented and integrated into other subject areas of the curriculum. Through this motivational curriculum, student achievement soars.

All kindergarten through fifth grade students has thirty minutes of oral Spanish each week. This supplemental curriculum is locally developed and goes beyond the state required curriculum. Oral Spanish language is the thrust of this curriculum; students work to improve listening skills and are exposed to reading and writing Spanish vocabulary. The standards are cumulative. Students address earlier standards as needed, while they attend to standards for their grade. Students engage in activities that build on their prior knowledge and skills in order to strengthen oral language skills.

Our library has a curriculum of its own. It includes some of the Texas Essential Knowledge and Skills and some locally developed learning expectations and objectives. For instance, students read books and take tests on the computer. Through this program, our students have become significant readers who get opportunities and experiences that they may not get any other way. In another example, the library also works to help benchmark reading levels for all students three times a year. Furthermore, in this productive curriculum students experience direct instruction pertaining to library usage and its services through library classes for thirty minutes per week. Case in point, students learn to do research areas science or social studies. As students' experiences with reading and library skills move away to literacy skills that are embedded into the curriculum, student achievement increases and gives way to a lifetime of literacy learning.

Everyone at Crawford Elementary receives direct instruction for thirty minutes per week, in character education and bully prevention by the district counselor. The brief and concise character education curriculum for all students is an intentional effort to help students understand, care about, and acts upon core ethical values. The curriculum objectives have been locally developed and go beyond the state required curriculum. The main goal of the curriculum is for students to develop an internal motivation and to contribute positively to the world around them. Good character education improves social and emotional competencies and improves overall achievement.

3. Instructional Methods and Interventions:

A philosophy of being student-centered plus doing "whatever works best" to help all students lends itself to differentiated instruction. Through the researched-based process of Response to Intervention we can begin to see how various needs of different subgroups can be met. In Tier 1, the classroom, teachers first assess all students using universal screeners and various informal assessments. Some students may be identified for a gifted and talented program in areas, such as math or art. These students will study a different theme every three weeks with the teacher developing the student's area of giftedness or talent. These students use an inquiry based learning model to do their research and produce products. Other students may necessitate enrichment with their classroom work, which may include higher level thinking skills or a varied cooperative-learning approach to broaden their abilities and skills. Many students will be on grade-level and will not need much intervention; their curriculum maybe challenging enough. These students use a wide assortment of techniques to learn depending upon many variables, such as the subject matter. Several students may need a Tier 2 reading lab, math lab or tutorials for help with their general education classes. These students will receive supplemental instruction in a small group setting to support learning in areas where deficits have been determined. Hands-on strategies and visual supports are important learning techniques with these students. A small group of students will need Tier 3 intervention. These students will have intense instruction using multi-sensory techniques and scaffolding. These students will have interventions in special education classes including speech therapy, dyslexia, Section 504, and English as a Second Language.

All students fit into several subgroups because of different needs. Within subgroups, teachers change methods of teaching by changing content, the process, the product, or the learning environment after determining the achievement level, interest, need, and learning profile of the student. There is no decisive plan for differentiating instruction; rather it is a way of thinking about teaching and learning that values the student and can be translated into classroom instruction in many different ways. Ongoing assessments are essential to determine the levels competency; therefore, producing student achievement and success. The teacher of a differentiated classroom must have the desire to challenge all students, be flexible, have the knowledge and skill to use many teaching methods, and the willingness to learn new avenues to meet student needs. Teachers must know students level of competency through assessment in each subject area to plan the next steps in instruction and create student achievement.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

In 2012 the state of Texas moved from the Texas Assessment of Knowledge and Skills (TAKS) to the State of Texas Assessment of Academic Readiness (STAAR). Looking at Crawford Elementary State of Texas Assessment of Academic Readiness data tables, in third to sixth grades, for reading and math over a five year period proves to be informative. One-hundred percent of the students, including students with accommodations prescribed by an Individual Educational Plan, take the state test every year unless they are absent during the testing period. Crawford Elementary claims a long standing performance trend of ninety to one-hundred percent passing rate for all students. This trend holds true except for 2012 and 2013 school years in third grade math and represents the only 10% gap in our data. With a new teacher in third grade and hard work with students in the fourth grade, that problem was corrected.

As demonstrated in the STAAR and TAKS data tables, the change to a new assessment has been a big step which is much more rigorous and more demanding. The percentage of students who performed at advanced levels dropped during this time. Crawford Elementary is working hard to increase its percentages of students who are performing at an advanced level. The STAAR test requires students to work at a much higher level of thinking. Crawford's demographics are changing. Our economically disadvantaged subgroup has slowly risen over the years. The percentage of advanced students in that subgroup is lower than we would desire compared to the percentage of advanced students in the total school. This gap is challenging to resolve because it involves the support the student is receiving at home. We are researching best practices and trying to meet the special needs of this subgroup.

Throughout the years, gains in reading and math are due to hard work, high expectations and support of the whole school community for each student. Teachers led with diligence, and students reach beyond their potential.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Crawford Elementary uses many different assessments for various purposes in all areas of our school curriculum to improve academic success and to increase/encourage accountability; the school is data-driven.

Formative and summative assessment data are utilized. In Tier 1, the classroom, universal screeners are given three times a year to track individual student progress. Teachers use this data to determine if a student needs supplemental curriculum, such as enrichment or Tier 2 intervention. In Tier 2, we further diagnose the student's area of need and target instruction for areas of weakness. Moreover through ongoing assessment, the student may be eligible for Tier 3 instruction, which is highly intense in an area of utmost strength or weakness. At any time intervention is available. Depending on the data, the classroom teacher or a group of teachers and the parents may meet to develop an intervention plan. The plan will include the assessment, a plan to make improvements, and a method to establish success. In addition to formal testing, informal assessments are made on a daily class basis and are communicated directly to the student. Observations, checklists, daily assignments, and unit tests provide valuable data as well. All this formative assessment data is shared by various communications with all stakeholders during conferences with parents. Parents use the data to understand the progress their students are making. Teachers use it to know how to inform instruction.

At the end of the year, we use summative assessments to determine annual progress and achievement for students. The assessments also reflect teacher and school annual performance. Achievement tests are given in kindergarten, first and second grades. The State of Texas Assessment of Academic Readiness in reading, math, writing and science are used to assess student achievement in the third through sixth grades. These assessments provide data for a gap analysis of how the school can improve for the next year. It is a formal overall study of yearly achievement, as well as, a detailed look at the school, the administrator, the teacher, and most of all student performance.

Part VI School Support

1. School Climate/Culture

Crawford Elementary has a family-type atmosphere. Good relationships are built and nurtured. All students and teachers feel respected and validated in a stimulating environment, where they can interact with caring people they trust. When this climate exists, students and teachers are willing to be motivated and engaged. Thus, students learn more, try harder, and academic success is achieved.

Academic, social, and emotional growth spirals from this invigorating climate. Academically, students are kept focused on learning; class time is efficiently and effectively used. High expectations are not negotiable and are challenging, yet provide for success. Students are told that they can do anything when they try hard. It is acceptable to take calculated risks and to make mistakes, which are a part of learning. Students are taught social skills. Good character is learned and modeled. Students are encouraged to use good manners and self-control in all situations. Students know the goal of discipline is to be self-disciplined and self-directed. Procedures, routines, and rules are set for all to follow. Teachers encourage cooperation and teamwork. Socially, there is zero tolerance for negative behaviors. Gangs, bullying, and harassment are non-existent because everyone looks after each other. Emotionally, students do not endure teasing, joking, and embarrassment alone. Compassion and respect will prevail. Furthermore, pillars of good character are honored.

Teachers gain a sense of value out of this family-like climate. They are respected as educational leaders. Parents, students, and colleagues hold them with high regard. Within the school, teachers are decision-makers and feel safe in sharing their knowledge and skills. Teachers know that people listen to them, and they make a difference. This creates a desire for teachers to reflect and assess their actions. Through this on-going natural process teachers move their repertoire of knowledge and skills to a higher level. Teacher development is fostered by self worth and open collaboration. This also opens the door for the administration to have honest discussions and provide professional support for the teacher. Other teacher needs, such as resources or staff development, are easily discovered and fulfilled through this professional development process. Professional interventions can be made before crisis developments or accolades can be given to encourage repeated success.

Crawford Elementary has a stimulating family-like climate that keeps students engaged and motivated. Respectful relationships are built that validate and support both the teacher and the student. School success is the result of this culture.

2. Engaging Families and Community

Student achievement is higher when schools, families, and communities work together to support learning. Crawford Elementary is the center of bustling activity in our small rural community. Families are involved with school, and school is part of their family life. Most parents know the other parents and students. It is a village of nurturing, concerned people. This is extremely significant for students. When students know and feel their teachers and community care, they will care too. Attendance goes up which substantially improves performance in the classroom, grades, and test scores. Social skills improve, and bad behavior is extinguished.

Crawford Elementary works to have parents involved in their student's learning. Specifically, expectations are outlined for parents, and regular communication is provided about what children are learning through various means---websites, newsletters, email, phone calls, and conferences. Custom made assignment notebooks and folders are used to communicate daily with parents about their student's work and conduct. Home visits, well-planned parent-teacher conferences, open houses, and other opportunities are provided for parents to talk with school personnel about a parent's role in their child's education. In addition, a Parent-Teacher Organization helps to welcome parents as volunteer partners in the school. Parents are on school decision-making committees that effect curriculum, nutrition, and campus improvement. Field trips,

student programs, and special events are attended by at least one parent from most families, and many times the whole family comes. Activities at school are big gatherings.

Moreover, our school is welcoming. The principal, faculty and staff work to build relationships with parents. Parents are not only known by their name and their student's name, but also by a personal connection. We work hard at making our school a place that is warm, inviting and... like a second home. Every day at lunchtime parents come to eat with their students. Parents talk to their children about school daily, expect them to do well, make sure out-of-school activities are constructive, and help them plan for college.

The school is supported by the community. Businesses support the school by assisting monetarily. A fundraiser earned enough money to buy two electronic carts with twenty-two tablets each. Surrounding churches support students with clothes, food, and school supplies. Often grandparents listen to students read or work with flash cards.

Crawford Elementary engages the community and families in ways that improve learning and supports parent involvement, so students can make greater academic gains. Partnerships with families respond to parent concerns, share decision-making responsibilities, and honor parent contributions. Crawford Elementary makes connections with parents and the community to increase student achievement.

3. Professional Development

Administrators and teachers, as well as, other staff members are involved with many kinds of professional development at Crawford Elementary. These ongoing learning opportunities for teachers and staff are built into the school's culture and daily routines. Around the building on a daily basis, there are meetings and conversations about curriculum, instruction, data gathering gap analysis, and its impact on student achievement. Monitoring the effectiveness of school practices and its influence on student learning is a common practice. Since our school is very collaborative with teamwork abounding, teachers are constantly reflecting, evaluating, and assessing to improve student achievement. Grade-level and supplemental teachers have planning periods together every day. Teachers—not the administrator—call vertical subject matter meetings and other focus meetings when they are needed. Within this structure of informal professional development, the administrator must be very available, open, and approachable. A high level of trust must be maintained between the principal and everyone on the staff. However, the worth of this type of stimulating environment is invaluable to a high performing school.

Not all professional development is informal. Special professional development meetings are held throughout the year. These meeting must be important and relevant to the teachers and staff or they are not supported. For example, teachers are encouraged to reflect on student needs and complete five days of summer individualized professional development. During this time, the Texas Essential Knowledge and Skills are often researched and manipulated for better implementation. Student achievement gaps, demographic challenges, and school improvement are also studied. Texas Regional Educational Service Centers host many pertinent and valuable learning opportunities for these purposes. This type of staff development can also be completed at a nearby university or college. The school district also provides opportunities for staff development. Another set of five days of professional development commences the new school year. These days are filled with important activities teachers want, need, and have requested through campus planning activities. A special presenter may come to the school to provide information, a campus teacher may guide a workshop on an area of special need, or focus groups may work together on a campus improvement objective.

With this professional development structure, the administrator must constantly be teaching, learning, evaluating, and assessing. The administrator must provide intellectual stimulation, which ensures the faculty and staff are aware of the most current theories and practices. The administrator must be an agent for change and an optimizer. The status quo must be challenged and new innovations must be made available. All of this is accomplished through good relationships that provide good discussion about student achievement, which is a regular aspect of the school culture.

4. School Leadership

Crawford Elementary has a unified well-functioning team of school leaders whose final goal is student success. Crawford's leadership structure is simple but powerful. One school administrator carries the full responsibility of the school. However, the school is one caring nurturing body where each important member is a leader focused on student learning. Crawford's principle-centered leadership philosophy is based on timeless morals and traditions centered on the shared vision of student achievement. With an underlying philosophy of proactive service to others and a commitment to successful community stewardship, the school's leadership structure achieves more.

With one principal at the helm, the role of each teacher and staff leader is to enhance student learning. Expectations are clearly articulated and communicated by not only the sole campus administrator, but also all stakeholders who ensure each task is accomplished with expertise. Each teacher and staff leader has a specific role to fulfill, and each is in charge of his or her specific area. For example, a teacher may be singularly in charge of sixth grade science, or one teacher may be focused on working with K-6 Tier 2 math students. Each staff member takes pride and responsibility in his or her leadership role, which produces dedication to students and achievement. These leaders seek to master the art of communication. They have unfailing mental stamina and are very determined. Opportunities that broaden student achievement are a challenge for these leaders; excuses are not made.

Although each single leader is important, a collaborative team or family environment is promoted and modeled by all. As in families, the school has many relationships that are encouraging, respectful, and professional. Some of these team relationships have names, such as: Response to Intervention committees; Admission, Review, and Dismissal committees; grade-level teams; and vertical teams. The role of these leadership teams is to support learning and to improve student achievement. The discussions are real, honest, empathetic, mature, and sometimes difficult in these teams. They publicly gather, share, and analyze data to make data-driven decisions. They voluntarily search for weaknesses to strengthen. For these teams, student achievement is the product of people working together, not programs or individuals. These teams take educated and calculated risks through innovation and synergizing. Before they take action, they make sure there is justification. These leaders work to bring out the best in others and make the best better.

In summary, Crawford Elementary leadership foundation is a collaborative team effort made-up of many dedicated leaders where student achievement is the ultimate shared vision.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>State of Texas Assessment of Academic Readiness (STAAR), 2014-2012; Texas Assessment of Academic Knowledge and Skills(TAKS), 2011-2</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	98	81	89	100	100
Advanced Academic Performance	33	16	17	52	65
Number of students tested	42	37	36	42	40
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	92	80	82	100	100
Advanced Academic Performance	38	0	0	100	57
Number of students tested	13	10	17	5	14
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced Academic Performance					
Number of students tested					
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	82	88	100	100
Advanced Academic Performance	36	18	16	51	66
Number of students tested	36	34	32	39	38
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Edition/Publication Years: 2014 STAAR-2014; 2013 STAAR-2013; 2012 STAAR-2012; 2011TAKS-2011; 2010 TAKS-2010

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>State of Texas Assessment of Academic Readiness (STAAR) 2014-2012; Texas Assessment Knowledge and Skills (TAKS) 2011-2010</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	94	91	93	92	100
Advanced Academic Performance	44	24	22	49	69
Number of students tested	35	34	45	41	39
Percent of total students tested	97	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	86	84	92	100
Advanced Academic Performance	33	7	33	38	83
Number of students tested	9	14	6	13	6
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	97	89	93	92	100
Advanced Academic Performance	42	25	24	49	70
Number of students tested	33	28	42	39	37
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Editions/Publication Years: 2014 STAAR-2014; 2013 STAAR-2013; 2012 STAAR-2012; 2011 TAKS-2011; 2010 TAKS-2010

2014 Percentage of Total Students Tested is 97% reflects that one student was absent and did not take any test.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>State of Texas Assessment of Academic Readiness (STAAR) 2014-2012; Texas Assessment of Knowledge and Skills (TAKS) 2011-2010</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	98	100	100
Advanced Academic Performance	50	47	50	73	57
Number of students tested	40	47	46	37	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	21	33	29	60	62
Number of students tested	14	9	14	5	8
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	98	100	100
Advanced Academic Performance	58	48	52	75	61
Number of students tested	33	44	44	36	28
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Edition/Publication Years: 2014 STAAR-2014; 2013 STAAR-2013; 2012 STAAR-2012; 2011 TAKS-2011; 2010 TAKS-2010

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>State of Texas of Assessment of Academic Readiness (STAAR) 2014-2012; Texas Assessment of Knowledge and Skills (TAKS) 2011-2010</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	96	97	97	94
Advanced Academic Performance	41	29	47	51	49
Number of students tested	46	44	38	37	49
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	100	89
Advanced Academic Performance	29	27	0	0	33
Number of students tested	7	11	3	9	9
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	98	97	97	94
Advanced Academic Performance	44	29	49	53	51
Number of students tested	43	43	37	30	47
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Edition/Publication Years: 2014 STAAR-2014; 2013 STAAR-2013; 2012 STAAR-2012; 2011 TAKS-2011; 2010 TAKS-2010

2013 Percent of Total Students Taking the Test is 98% reflects that one student absent and not taking any test.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>State of Texas Assessment of Academic Readiness (STAAR) 2014-2012; Texas Assessment of Knowledge and Skills (TAKS) 2011-2010</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	98	97	97	100	100
Advanced Academic Performance	21	35	31	71	60
Number of students tested	42	37	36	42	40
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	92	90	100	100	100
Advanced Academic Performance	15	30	12	60	64
Number of students tested	13	10	17	5	14
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	97	97	100	100
Advanced Academic Performance	19	35	28	74	61
Number of students tested	36	34	32	39	38
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Edition/Publication Years: 2014 STAAR-2014; 2013 STAAR-2013; 2012 STAAR-2012; 2011 TAKS-2011; 2010 TAKS-2010

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>State of Texas Assessment of Academic Readiness (STAAR) 2014-2012; Texas Assessment of Knowledge and Skills (TAKS) 2011-2010</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	95	100	98	100	100
Advanced Academic Performance	36	26	29	71	64
Number of students tested	35	34	45	41	39
Percent of total students tested	97	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	11	0	17	54	67
Number of students tested	9	14	6	13	6
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	97	100	100	100	100
Advanced Academic Performance	36	29	31	74	62
Number of students tested	33	28	42	39	37
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Edition/Publication Years: 2014 STAAR-2014; 2013 STAAR-2013; 2012 STAAR-2011;2011 TAKS-2011; 2010 TAKS-2010

2014 Percent of Total Students Tested is 97% reflects that one student was absent and did not take any test.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>State of Texas Assessment of Academic Readiness (STAAR) 2014-2012; Texas Assessment of Knowledge and Skills (TAKS) 2011-2010</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	100	98	100	100
Advanced Academic Performance	50	47	50	73	57
Number of students tested	40	47	46	37	35
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	21	33	29	60	63
Number of students tested	14	9	14	5	8
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	97	97	100	100
Advanced Academic Performance	19	35	28	74	61
Number of students tested	36	34	32	39	38
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Editions/Publication Years: 2014 STAAR-2014; 2013 STAAR-2013; 2012 STAAR-2012; 2011 TAKS-2011; 2010 TAKS-2010

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>State Assessment of Academic Readiness (STAAR) 2014-2012; Texas Assessment of Knowledge and Skills (TAKS) 2011-2010</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Education Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	98	100	97	100	98
Advanced Academic Performance	37	49	53	54	51
Number of students tested	45	45	38	37	49
Percent of total students tested	98	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	100	100	100	88
Advanced Academic Performance	29	50	67	56	33
Number of students tested	7	12	3	9	9
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	97	100	99
Advanced Academic Performance	40	52	54	50	53
Number of students tested	43	42	37	30	47
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: Edition/Publication Years: 2014 STAAR-2014; 2013 STAAR-2013; 2012 STAAR-2012; 2011 TAKS-2011; 2010 TAKS-2010

2014 Percent of Total Students Tested is 98% reflects that one student was absent and did not take any tests.